

## Conventions of Drama

### Lesson Preparation

Daily Lesson 9	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.13B E1.14C E1.26A	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>— What must an author do before using any type of literary technique?</p>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Writer's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Scenes from Daily Lesson 08</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 02B Reading Appetizer (1)</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Review <b>Exit Slips</b> from Daily Lesson 08 to ensure that groups have chosen a definite time period for the rewrites.</li> <li>Prepare to <b>Think Aloud</b> to determine whether the theme in the teacher-example scene is explicit or implicit. Prepare to model drafting a rewrite that maintains the tone, mood, and the theme of the original.</li> <li>Refer to Teacher Resource: <b>English 1 Unit 02B Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>Explicit theme – <b>the author overtly states the theme somewhere within the work</b></p> <p>Implicit theme – <b>refers to the author's ability to construct a piece in such a way that through inference the reader understands the work</b></p> <p>This Instructional Routine partially assesses Performance Indicator: “After reading an historical literary play, work in a small group to select a scene and use the writing process to write a script for the scene that reflects a different time period. Include details to develop a definite mood or tone. Present the scene and solicit questions from the audience.”</p>	

Daily Lesson 9	WRITING
Teacher Notes	

## Instructional Routines

### WRITING

Daily Lesson 9	
<b>Duration and Objective</b>	Suggested Duration: 50 min.  Content Objective: Students revise script to reflect the accuracy of historic details and the clear communication of mood, tone, and theme, explicitly or implicitly.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer.</li> <li>2. Review terms <i>explicit</i> and <i>implicit</i> with students as they record the information in their Writer's Notebook. Use the teacher selected scene to <b>Think Aloud</b> determining the theme. Ask: <b>Is the theme in this scene explicit or implicit?</b> Discuss responses, referring to specific examples from the text.</li> <li>3. Model drafting the script, while emphasizing mood, tone, and retaining the explicit or implicit theme of the original.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In <b>Collaborative Groups</b>, students complete drafting their script and revise as necessary to reflect the accuracy of historic details and the clear communication of mood, tone, and theme, explicitly or implicitly.</li> <li>2. Monitor and assist as needed.</li> </ol>
<b>Closure</b>	1. Ask: <b>What do you need to be aware of when rewriting a script from a scene for a different time period?</b> Discuss responses.